DOCUMENT RESUME

ED 339 929 CG 023 830

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TITLE Abuse in Dating among High School Adolescents.
PUB DATE 9 Jan 91
NOTE 92p.; M.S. Thesis, Fort Hays State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; *Dating (Social); Family Life; High Schools; High School Seniors; *High School Students; Interpersonal Relationship; Self Esteem; *Sexual Abuse
IDENTIFIERS *Physical Abuse

ABSTRACT

This study investigated abuse during teenage dating relationships. A status survey design with pre-determined and post hoc grouping was employed. The independent variables investigated were self-esteem, gender, classification, quality of family life, dating frequency, longest dating relationship, and dating style. The dependent variables were physical abuse, emotional abuse, sexual abuse, and total abuse. Subjects were high school juniors and seniors, including 142 females and 131 males, from a predominately Russian-German community of 20,000 in Kansas. Instruments employed were the Abuse Inventory and Personal Attribute Inventories for Self and Family. The results appeared to support the following generalizations: (1) subjects with low self-esteem reported greater sexual abuse than those with moderate and high self-esteem; (2) males reported greater physical abuse than females; (3) subjects with high quality of family life reported less emotional, sexual, and total abuse than those with low quality of family life; (4) those who dated occasionally reported less physical abuse than those who dated often, and those who dated often reported less total abuse than those who dated occasionally; (5) juniors, regardless of self-esteem, reported less physical abuse than seniors, and seniors with moderate self-esteem reported less emotional and total abuse than juniors with moderate self-esteem; (6) subjects reporting single dating style for the duration of the study reported the least amount of physical abuse than any subgroup; and (7) subjects reporting a pick-up dating style had the highest emotional abuse. (Author/LLL)

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ABUSE IN DATING AMONG HIGH SCHOOL ADOLESCENTS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Acknowledgments

I would like to express my sincere appreciation to Dr. Bill Daley for his continued support, numerous hours of patience and expertise in assisting me in completing this project. I would also like to thank my committee members: Dr. James Stansbury, Dr. Tom Guss, and Mrs. Rose Arnhold. A special expression of appreciation goes to my family: Daryl, my husband, who has taken on the major role of parenting so I could accomplish this project; Kelli and Darron, my children, who have encouraged me to continue and helped me laugh when I thought that was impossible. A special thanks to my parents, Jack and Lee Nevergall for their continued support. I would like to acknowledge the encouragement that my friend, Kathy Spicer has provided throughout my program. I would like to thank the administration and staff of Hays High School for their support and allowing me to interrupt their classes for my project.

Abstract

The purpose of the researcher was to investigate abuse during teen dating relationships. A status survey design with pre-determined and post hoc grouping was employed. The independent variables investigated were self-esteem, gender, classification, quality of family life, dating frequency, longest dating relationship, and dating style. The dependent variables were physical abuse, emotional abuse, sexual abuse, and total abuse. The sample consisted of 142 females and 131 males. Instruments employed were the Abuse Inventory and Attribute Inventories for Self and Family.

Five composite null hypotheses were tested. Seventy-six comparisons plus 52 recurring comparisons were made. Twenty-eight of the comparisons were for main effect and 48 were for interactions. Of the 28 main effects 21 were statistically significant at the .05 level. Nine of the 48 interactions were statistically significant at the .05 level.

The results of the following study appeared to support the following generalizations:

1. Subjects with low self-esteem reported greater sexual abuse than those with moderate and high self-esteem.
2. Males reported greater physical abuse than females.

3. Subjects with high quality of family life reported less emotional, sexual, and total abuse than those with low quality of family life.
4. Subjects who dated occasionally reported less physical abuse than those who dated often.
5. Subjects who dated often reported less total abuse than those who dated occasionally.
6. Juniors regardless of self-esteem reported numerically less physical abuse than seniors.
7. Seniors with moderate self-esteem reported numerically less emotional and total abuse than juniors with moderate self esteem.
8. Subjects reporting single dating style for the duration of the 1-3 months reported numerically the least amount of physical abuse of any subgroup.
9. Subjects reporting pick-up dating style had numerically the highest emotional abuse for both dating frequencies (often and occasionally) and pick-up dating style for the duration of 8 months + had the lowest emotional abuse of any subgroup.
10. Pick-up dating style for 1 week to 7 months duration reported numerically the highest emotional sexual and total abuse and pick-up dating style for the duration of 8 months + duration had the lowest emotional, sexual and total abuse of any subgroup.

x

Introduction

Adolescent Dating Abuse

In a study of 265 high school students in a Sacramento, California school district, it was found that 35.1 percent of the students had experienced some form of abuse in their dating relationships (O'Keefee, et al., 1986). The 35 percent included those who had been threatened. When the threatened students were removed, 26.9 percent remained who had experienced at least one instance of actual physical abuse.

A parallel pattern between teen-agers and the forms of abuse researchers reported in marital relationships was investigated by (Burcky, Reuterman, & Kopsky, 1988). Forty percent of the sample of 123 reported they had been victims of dating abuse on at least one occasion. Burcky, (et al., 1988) maintained "the dating period is a period of socialization for estabishing marital roles, which include violence toward the partner as a way of resolve conflict." (p. 357) Both studies used similar surveys adapted from Makepeace (1981) and expanded them for their individual studies.

Straus, Gelles and Steinmetz's study of family violence (cited in Makepeace, 1981, p. 99) reported no significant

difference between males and females in the extent to which they used abuse. The number of wives who attacked their husbands were 11.6% with 12.1% of the husbands having attacked their wives. Wives usually received the more severe abuse.

Research had indicated that those who experienced an abusive dating relationship tended to have low self-esteem (Bernard & Bernard, 1983). The abusers reported lower self-esteem scores than the victims (Emery, 1987). Makepeace (1981), in his study of courtship violence among college students stated: "The potential mediating link that courtship violence might play between violence in the family of orientation and violence in the later family (the family of procreation appears to have been overlooked)". (p. 97)

Straus (1980) found college students were more than twice as likely to become abusive if they experienced or observed abuse in their family of origin. The researchers maintained that children in American homes are not only taught to be abusive, but are educated on how to be abusive.

Adolescents are often preoccupied with what they appear to be in the eyes of others as compared to what they feel they are. Adolescents typically would rather act shamelessly in the eyes of their elders than be forced into activities which would be shameful in their own eyes or the eyes of their peers. Young people can become extremely intolerant, clannish and cruel in their exclusion of others

who are "different" (Erikson, 1968). The idea of having an abusive relationship is better than being an outcast with no relationship.

The present researcher surveyed literature pertaining to abuse. The three categories of abuse surveyed were physical, emotional, and sexual. "Abuse is defined as any behavior that is designed to control and subjugate another human being through the use of fear, humiliation, and verbal or physical assaults. In other words, you don't have to be hit to be abused." (Forward, 1986, p. 43) Three examples of rationale for abuse are female dependency and misogynysts.

Female Dependency

Norwood (1985) cited many similar characteristics between having lived as children with alcoholism and loving too much in relationships. The similarities were cited in Table 1 and Table 2.

Table 1

Characteristics of Practicing

Alcoholics and Relationally Addictive Women

Alcoholics	Relationally Addictive Women
obsessed with alcohol	obsessed with relationship
denying extent of problem	denying extent of problem
lying to cover how much drinking is going on	lying to cover what is happening in relationship
avoiding people to hide problems with drinking	avoiding people to hide problems with relationship
repeated attempts to control drinking	repeated attempts to control relationships
unexplained mood swings	unexplained mood swings
anger, depression, guilt	anger, depression, guilt
resentment	resentment
irrational acts	irrational acts
violence	violence
accidents due to intoxication	accidents due to preoccupation
self-hate/self-justification	self-hate/self justification
physical illness due to abuse of alcohol	physical illness due to stress-related diseases

Table 2

Characteristics of Recovering

Alcoholics and Relationally Addictive Women

Alcoholics	Relationally Addictive Women
admitting helplessness to control disease	admitting helplessness to control disease
ceasing to blame others for problems	ceasing to blame others for problems
focusing on self, taking responsibility for own actions	focusing on self, taking responsibility for own actions
seeking help for recovery from peers	seeking help for recovery from peers
beginning to deal with own feelings rather than avoiding them	beginning to deal with own feelings rather than avoiding them
building a circle of well friends, healthy interests	building a circle of well friends, healthy interests

Due to cultural and biological factors men usually try to protect themselves and avoid their pain through pursuits which are more external. Men become obsessed with work, sports, or hobbies. Because of the cultural and biological forces working on a woman, her tendency is to become obsessed with a relationship.

No one becomes such a woman, a woman who loves too much, by accident. To grow up female in this society and in a dysfunctional family can generate some predictable patterns. The following characteristics are typical of women who love too much.

1. Typically, you come from a dysfunctional home in

which your emotional needs were not met.

2. Having received little real nurturing yourself, you try to fill this unmet need vicariously by becoming a caregiver, especially to men who appear, in some way, needy.
3. Because you were never able to change your parent(s) into the warm, loving caretaker(s) you longed for, you respond deeply to the familiar type of emotionally unavailable man whom you can again try to change, through your love.
4. Terrified of abandonment, you will do anything to keep a relationship from dissolving.
5. Almost nothing is too much trouble, takes too much time, or is too expensive if it will "help" the man you are involved with.
6. Accustomed to lack of love in personal relationships, you are willing to wait, hope, and try harder to please.
7. You are willing to take far more than 50 percent of the responsibility, guilt, and blame in any relationship.
8. Your self-esteem is critically low, and deep inside you do not believe you deserve to be happy. Rather, you believe you must earn the right to enjoy life.

9. You have a desperate need to control your men and your relationships, having experienced little security in childhood. You mask your efforts to control people and situations as "being helpful."
10. In a relationship, you are much more in touch with your dream of how it could be than with the reality of your situation.
11. You are addicted to men and to emotional pain.
12. You may be predisposed emotionally and often biochemically to becoming addicted to drugs, alcohol, and/or certain foods, particularly sugary ones.
13. By being drawn to people with problems that need fixing, or by being enmeshed in situations that are chaotic, uncertain, and emotionally painful, you avoid focusing on your responsibility to yourself.
14. You may have a tendency toward episodes of depression, which you try to forestall through the excitement provided by an unstable relationship.
15. You are not attracted to men who are kind, stable, reliable, and interested in you. You find such "nice" men boring. (Norwood, 1986, p. 7-8)

The present researcher investigated the male's perspective, in the book, Men Who Hate Women and the Women Who Love Them, by Forward and Torres (1986). Forward cited some personality disorders of men who abuse women.

Misogynists

Forward and Torres (1986)

... discovered the couples she studied were not even placed in the psychological categories in her profession's literature. The male was not a clear-cut sociopath, narcissist, or sadist, although some of the elements were often present in his characters. Dr. Forward is convinced the men she was trying to define were misogynists. (Women Haters, p. 8) Only their choice of weapons was different from those of murderers, rapists, and others who act out violently against women. The misogynists' weapons were their words and moods. While they tended not to be physically abusive to the women in their lives, they systematically wore the women down through psychological battering, which in the end is every bit as emotionally devastating as physical violence.

The women were not masochistic. They did not get any hidden sexual or emotional pleasure from their partner's abusive treatment of them. Instead, it severely demoralized them (Forward & Torres, 1986).

The early indications of the misogynist's quick temper are sporadic. The explosions don't become a way of life until some kind of commitment has been made. It can be a verbal commitment, moving in together, an engagement, or a marriage. Then, once

he's sure he "has" her, the situation changes rapidly. (Forward & Torres, 1986, p. 40)

Since childhood women are taught that "love is the answer." Also in women's teachings in the belief that in the service of getting love, certain behaviors are expected of them. (These include: "smoothing things over," backing down and apologizing). Part of the unspoken agreement is: "My emotional security depends on your love, and to get that I will be compliant and renounce my own needs and wishes." His part of the agreement is: "My emotional security depends on my being in total control." (Forward & Torres, 1986, p. 40). Misogynists use implied threats, verbal attacks, unrelenting criticism, blaming and rewriting history as methods of control.

Implied threats can be ripping your dress off for being late, or breaking all the glasses in your cupboard for an overcooked roast. "Today the glasses, tomorrow your arm."

Unrelenting criticism can be disguised as a way of teaching the woman how to be a better person. "You don't look fancy."; "You're not thoughtful enough."; "You're not helpful enough."; "You're not supportive enough." Then, "What's the matter with you? I'm just telling you for your own good!"

Some of the signals that verbal abuse is about to change to physical abuse are; a woman is subjected to constant accusations, spying, interrogation, or

overreactions to such minor infractions as being late. Threats of violence should always be taken seriously.

As psychoanalyst Horney wrote "Man has never tired of fashioning expressions for the violent forces by which he feels himself drawn to the woman and, side by side, the dread that through her he might die or be undone." (1967, 1973, cited in Forward & Torres, 1986, p. 122). The misogynist's behavior has been called abusive, insensitive, unacceptable and cruel. All of these are true--but the portrait needs to be made complete. Much of his abusive behavior is to hide his tremendous anxiety about women. He is caught in the conflict between his need for the woman's love and his deep-seated fears of her. He harbors a hidden belief that if he loves a woman, she will then have the power to hurt him, to deprive him, to engulf him, and to abandon him.

When the misogynist makes his partner so weak she cannot leave him, it calms some of his fears and takes some of her mythical powers away. When she is stripped of her self-confidence, he feels she will be as dependent on him as he is on her.

When a child is not allowed to deal with his frustrations on his own--to cry, for instance, then to handle the situation, and then to go on playing--because his mother is always there to intervene and rescue him from any discomfort, in adulthood he will be unable to handle even

the most minor setbacks.

When a boy is raised with the following messages:

. You don't have to stand frustration,

. Whatever goes wrong, someone will always be there to fix it for you,

. You are entitled to a life without any irritations,

they no longer have to accept blame for their actions. Unhealthy, self-centered messages like these give a young boy an enormous sense of entitlement: he comes to expect that he can always get what he wants when he wants it.

Mothers can give many messages to their sons which help them form distorted ideas of adult relationships. Some reinforce the idea that "If you need a woman she will hurt you."; "It is shameful to be vulnerable." Fathers can also be harmful in the roles and messages they give their sons. "The only way to control women is to abuse them."; "Father's way is the only way."

Norwood (1985) stated that many women who love too much, even though they are high achievers, and very responsible, may nevertheless have low self-esteem. Academic and career goals may not be enough to overcome personal failure in love relationships. Many women with low self-esteem do not believe they have the right to be happy. Happiness is something that must be earned. Women who are in turbulent relationships frequently have a dramatic loss of self-esteem.

It was suggested that the conflict between the emerging equalitarian social structure and the continuing male superiority norms will tend to increase rather than decrease conflict and violence between husbands and wives. Walker (1979) found that battering men and battered women both tend to accept the traditional male role of supremacy in the family.

Statement of the Problem

The purpose of the researcher was to investigate abuse during teen dating relationships.

Importance of the Research

Studies have been conducted pertaining to domestic violence, power and the personalities involved in abusive relationships. The present study was exploratory and provided additional information as to what kinds of violence our youth are being subjected to and how they abuse one another.

The present study included types of abuse as well as self-esteem, gender and quality of family life. Some of these variables have not been as widely studied. Investigation of these variables provided new information.

The researcher and other helping professionals will use this information to be better prepared in helping youth become less abusive and more aware of abuse. Once it is known who is being abused the most, it will be up to the therapists, counselors, and educators to deal with the

individual and societal processes that allow the use of such violence in any intimate relationship. The researcher and others working with adolescents might use this information in an attempt to decrease the occurrence and acceptance of such abuse. The present study will provide information pertaining to the following questions:

1. Is there an association between self-esteem and abuse?
2. Is there an association between gender and abuse?
3. Is there an association between classification and abuse?
4. Is there an association between quality of family life and abuse?

Composite Null Hypotheses

All hypotheses were tested at the .05 level.

(1) The differences among the mean abuse inventory scores according to self-esteem, gender, and classification will not be statistically significant.

(2) The differences among the mean abuse inventory scores according to self-esteem, gender, and quality of family life will not be statistically significant.

(3) The differences among the mean abuse inventory scores according to gender, classification, and quality of family life will not be statistically significant.

(4) The differences among the mean abuse inventory scores according to self-esteem, classification, and

quality of family life will not be statistically significant.

(5) The differences among the mean abuse inventory scores according to dating frequency, longest dating relationship, and dating style will not be statistically significant.

Definition of Variables

Independent Variables

All independent variables were self reported.

(1) Self-esteem--three levels: high, moderate, low.

(2) Gender--two levels: level 1, female, level 2, male.

(3) Classification--two levels: level 1, juniors in high school, level 2, seniors in high school.

(4) Quality of family life--three levels: high, moderate, low.

(5) Dating frequency--two levels: level 1, occasionally, level 2, often.

(6) Longest dating relationship--four levels: level 1, 1-3 weeks; level 2, 1-3 months; level 3, 4-7 months; level 4, 8 months and longer.

(7) Dating Style--three levels: level 1, single dating; level 2, group dating; level 3, pick-up situations.

Dependent Variables

(1) Physical abuse scores.

(2) Emotional abuse scores.

(3) Sexual abuse scores.

Limitations

The following conditions may have affected the outcome of the present study.

(1) The subjects were not randomized.

(2) All subjects came from a single high school in the midwest.

(3) There was little variability in the economic, racial and cultural populations of the high school.

Methodology

Setting and Subjects

The setting for the present study was a high school of about 800 students in grades 9 through 12. The school was located in a city of approximately 20,000. The school was located in a midwestern school district in Kansas. The community was predominately Russian-German, with mainly an agricultural and oil production related economy.

The subjects consisted of juniors and seniors. The sample was comprised of 142 females and 131 males. All subjects present when data were collected participated. Those who indicated dating frequency as never, had their questionnaires removed from the study.

Instruments

The four instruments used in the study were:

(1) The Personal Attribute Inventory-Self.

(2) The Personal Attribute Inventory-Family.

(3) Abuse Inventory.

(4) An Information Sheet.

Personal Attribute Inventory-Self (PAI). The PAI-Self was used to measure personal self-esteem. The PAI was developed by Dr. Thomas Parish, Kansas State University. The instrument consists of 100 adjectives, 50 positive and 50 negative, arranged in alphabetical order. Subjects were asked to choose the 30 words which were most typical of themselves. The PAI's test-retest reliability, on three separate occasions, was .90, .94, and .95. Its criterion-related validity with the Westie Scale was .46 (p, .001) and the Ewens Checklist was .55 and .66 (p, .01, .001, respectively), [Parish, Bryant, & Shirazi, 1976].

Personal Attribute Inventory-Family (PAI). The PAI-Family is identical to the PAI-Self but the target group was changed from self to family. Subjects were asked to select the 30 words which were most typical of their family.

Abuse Inventory. A checklist entitled "Are You a Victim of Abuse" was obtained with permission to use from the Columbus Regional Shelter for Victims of Domestic Violence, Inc. (see Appendix B). The researcher made the following modifications to the instrument:

(1) Made each cited abuse situation into an item with a modified Lickert scale. (The scale employed was--Never = 0, Rarely = 1, Somewhat Frequently = 2, Frequently = 3, Almost Always = 4).

(2) The title of the instrument was changed to abuse inventory.

(3) Two cited abusive situations were deleted and two were altered.

The Abuse Inventory contains three components: physical abuse, emotional abuse and sexual abuse. The component physical abuse contains 13 items and a possible score of 0 to 52; the component emotional abuse contains 13 items and a possible score of 0 to 52; the component sexual abuse contains 11 items with a possible score of 0 to 44. The abuse inventory provides four scores: a physical abuse score, emotional abuse score, a sexual abuse score and a total score.

Student Demographic Sheet. The student demographic sheet was designed by the researcher to meet the needs of the present study. The instrument consisted of questions pertaining to gender, age, grade classification, dating frequency, length of longest relationship, dating style and family structure (Appendix A).

Design

A status survey design with pre-determined and post-hoc grouping was employed. The following design was used with each composite null hypothesis:

1. Composite null hypothesis number 1, 4x2x2 factorial design,

2. Composite null hypothesis number 2, 4x2x4 factorial design,

3. Composite null hypothesis number 3, 2x4x4 factorial design, and

4. Composite null hypothesis number 4, 4x2x4 factorial design.

Campbell and Stanley (1963) and McMillan and Schumacher (1984) identified threats to internal validity. The 10 threats to internal validity were cited with a description of how they were dealt with in the present study.

1. History--Did not pertain because the present study was status survey.

2. Selection--the researcher dealt with selection by using all subjects present who were dating.

3. Statistical regression--Did not pertain to the present study because sample was not composed of extreme cases.

4. Testing--Did not pertain because the present study was status survey.

5. Instrumentation--Did not pertain because the present study was status survey.

6. Mortality--Did not pertain because the present study was status survey.

7. Maturation--Did not pertain because the present study was status survey.

8. Diffusion of treatment--Did not pertain because the present study was status survey.

9. Experimenter bias--The same oral instructions were given to all groups during instrumentation.

10. Statistical conclusions-

a. Two mathematical assumptions pertaining to the statistical procedures were violated. Subjects were not randomly identified and there were not equal numbers in cells. The general linear model was employed to correct for unequal distribution in cells.

b. The researcher did not project interpretations beyond the statistical procedures used.

McMillan and Schumacher (1984) identified two threats to external validity. The two threats to external validity were cited with a description of how they were dealt with in the present study.

1. Population External Validity--Samples were not random; results should be generalized to similar groups only.

2. Ecological External Validity--Instruments were administered according to standard accepted procedures.

Data Collection Procedures

The researcher contacted the administration of the midwestern high school and gained permission to administer instruments to juniors and seniors in their English

classes. A contact person was approached and a time and date were agreed upon.

The researcher and an assistant administered instruments to 281 students. Instructions were read before the instruments were handed out. Classroom teachers were asked to remain in the classroom. The class sizes varied from 20 to 26 students. Each student completed four instruments, a demographic sheet, PAI-Self, Abuse Inventory, and PAI-Family. They were arranged in the following orders:

Demographic Sheet
PAI-Self
Abuse Inventory
PAI-Family

or

Demographic Sheet
PAI-Family
Abuse Inventory
PAI-Self

Research Procedures

The researcher surveyed literature from Forsythe Library, the Hays High School Guidance Office, and personal libraries pertaining to self-esteem, abuse, family relationships, and gender. The literature reviewed indicated a need for further research.

Instruments were selected. Permission to use the PAI was granted by Dr. Parish via correspondence. Permission to administer the instruments in the classrooms was obtained from the administration of Hays High School. The proposal was written and defended.

Data were collected. The researcher and assistant prepared questionnaires for computer processing. Data were computer analyzed, the results were compiled, a report written and defended. The report was edited after defense.

Data Analysis

The following information was compiled:

1. appropriate descriptive statistics,
2. three way analysis of variance (general linear model),
3. Bonferroni (Dunn) t-test for means, and
4. Duncan's Multiple Range test for means.

Results

The results section was organized according to composite null hypothesis for ease of reference. A common format was employed with each composite null hypothesis for ease of comparison.

It was hypothesized in composite null hypotheses number one that the differences among the mean abuse inventory scores according to self-esteem, gender, and classification would not be statistically significant. Table 3 contains information pertaining to null composite hypotheses number one. The following were cited in Table 3: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 3

A Comparison of Mean Abuse Inventory Scores According to Self Esteem, Classification and Gender Employing a Three-Way Analysis of Variance

Variable	n	M[a]	S	F Value	p Level
		Physical			
Self-Esteem (A)					
High	86	1.7[a]	4.51		
Moderate	123	2.9	3.59	4.65	.0104
Low	63	3.8[b]	6.29		
Classification (B)					
Junior	140	2.3[e]	3.05	4.86	.0284
Senior	131	3.2[f]	5.89		
Gender (C)					
Male	129	3.7[a]	5.43	10.37	.0014
Female	142	1.8[b]	3.62		
Interactions					
A x B				3.33	.0374
A x C				0.25	.7782
B x C				0.10	.7522
A x B x C				0.07	.9305

(continued)

Table 3 (continued)

Variable	n	M	S	F Value	p Level
		Emotional			
Self Esteem (A)					
High	86	3.5[a]	4.52		
Moderate	124	5.9[b]	5.57	10.71	.0001
Low	62	8.0[b]	9.10		
Classification (B)					
Junior	142	5.1[e]	5.11	4.95	.0270
Senior	130	6.2[f]	7.67		
Gender (C)					
Male	131	5.7	5.97	0.00	.9440
Female	141	5.6	6.92		
Interactions					
A x B				3.53	.0308
A x C				0.19	.8308
B x C				0.34	.5575
A x B x C				1.10	.3333
		Sexual			
Self Esteem (A)					
High	86	1.9[a]	3.83		
Moderate	124	3.1[a]	4.56	7.80	.0005
Low	61	5.1[b]	7.42		
Classification (B)					
Junior	141	3.1	4.46	0.48	.4880
Senior	130	3.2	6.04		

(continued)

Table 3 (continued)

Variable	n	M	S	F Value	p Level
Gender (C)					
Male	130	3.5	5.33	1.23	.2690
Female	141	2.9	5.21		
Interactions					
A x B				1.52	.2204
A x C				0.19	.8252
B x C				0.13	.7165
A x B x C				0.54	.5809
		Total			
Self Esteem (A)					
High	86	7.13[a]	11.86		
Moderate	121	12.0	11.83	9.78	.0001
Low	61	17.1[b]	20.77		
Classification (B)					
Junior	139	10.6	10.67	3.47	.0636
Senior	129	12.6	18.16		
Gender (C)					
Male	128	12.9	14.81	2.04	.1541
Female	140	10.3	14.68		

(continued)

Table 3 (continued)

Variable	n	M	S	F Value	p Level
Interactions					
A x B				3.31	.0380
A x C				0.11	.8979
B x C				0.09	.7621
A x B x C				0.44	.6435

* The higher the value, the greater the reported abuse. The possible scores and theoretical means respectively were Physical, 0-52, 26; Emotional, 0-52, 26; Sexual, 0-44, 22; Total, 0-148, 74.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test.

[ef] Difference statistically significant at the .05 level.

Ten of the 28 p levels were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Seven of the 10 statistically significant comparisons were for main effects. The statistically significant main effects were:

1. Self Esteem and Physical,
2. Classification and Physical,
3. Gender and Physical,
4. Self Esteem and Emotional,
5. Classification and Emotional,
6. Self Esteem and Sexual, and
7. Self Esteem and Total.

Information cited in Table 3 indicated the following for main effects:

1. Those with low self esteem reported more physical abuse than those with high self esteem.

2. Seniors reported more physical abuse than juniors.
3. Males reported more physical abuse than females.
4. Those with moderate and low self esteem reported more emotional abuse than those with high self esteem.
5. Seniors reported more emotional abuse than juniors.
6. Those with low self esteem reported more sexual abuse than those reporting moderate or high self esteem.
7. Those with low self esteem reported more abuse than those with high self esteem.

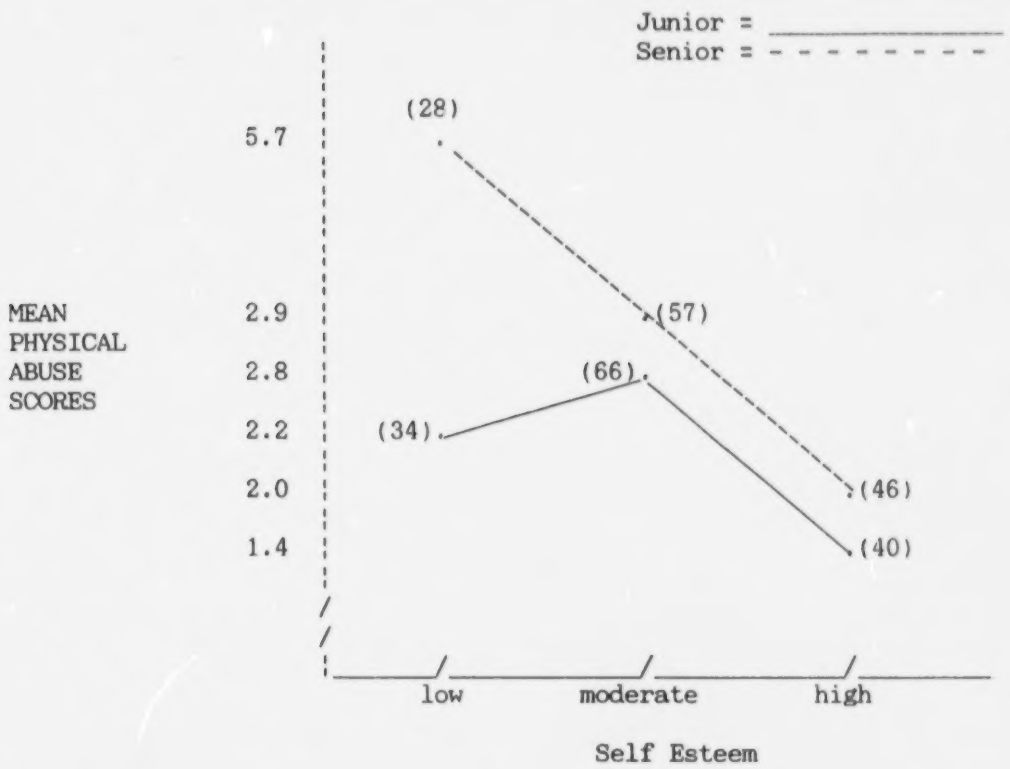
Three of the significant comparisons were for interactions. The significant interactions were:

1. Self esteem and classification for the dependent variable physical abuse,
2. Self esteem and classification for the dependent variable emotional abuse.
3. Self esteem and classification for the dependent variable total abuse.

The interaction between self esteem and classification for the dependent variable physical abuse was depicted in a profile plot. Figure 1 contains mean physical abuse scores and curves for classifications.

Figure 1

Interaction Between Self Esteem and Classification for the Dependent Variable Physical Abuse



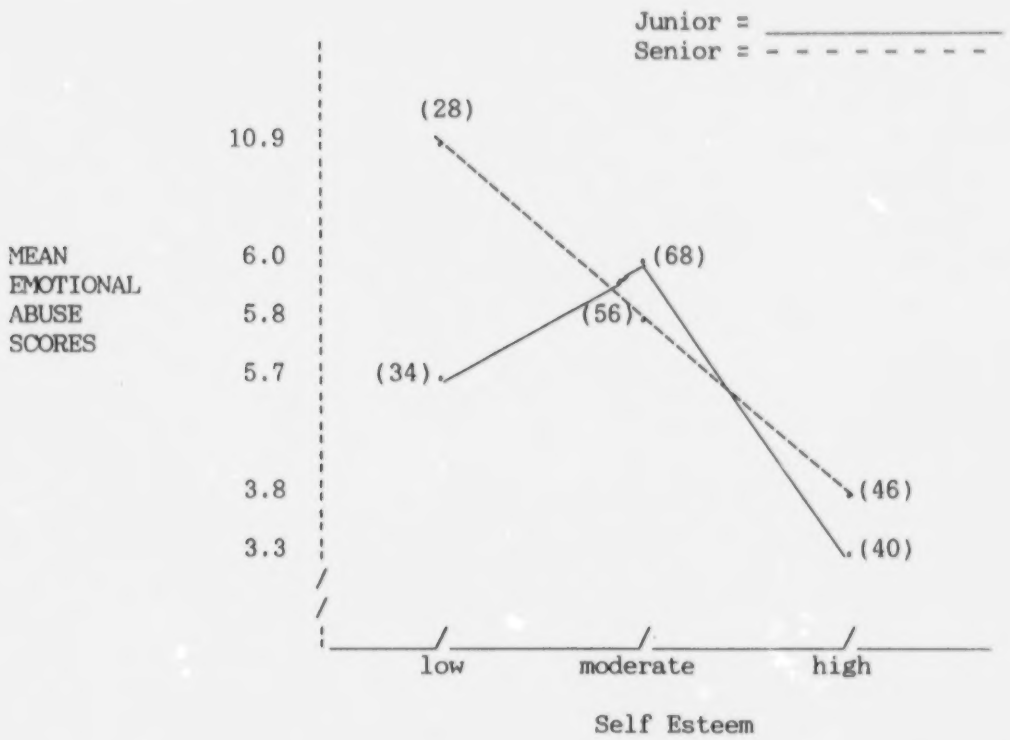
The interaction between Self Esteem and Classification for dependent variable Physical Abuse was ordinal. Information cited in Figure 1 indicated the following: that juniors regardless of self esteem reported numerically less physical abuse than seniors; juniors with high self esteem reported numerically less physical abuse than those with moderate and low self esteem and seniors with low self esteem reported numerically more physical abuse than any other group.

The interaction between Self Esteem and Classification for the dependent variable emotional abuse was depicted in a profile plot. Figure 2 contains mean emotional abuse scores and curves for classifications.

Figure 2

Interaction Between Self-Esteem and Classification

for the Dependent Variable Emotional Abuse



The interaction between Self Esteem and Classification for dependent variable emotional abuse was disordinal. Information cited in Figure 2 indicated the following: juniors with high self esteem reported numerically less emotional abuse than any other group; seniors with moderate

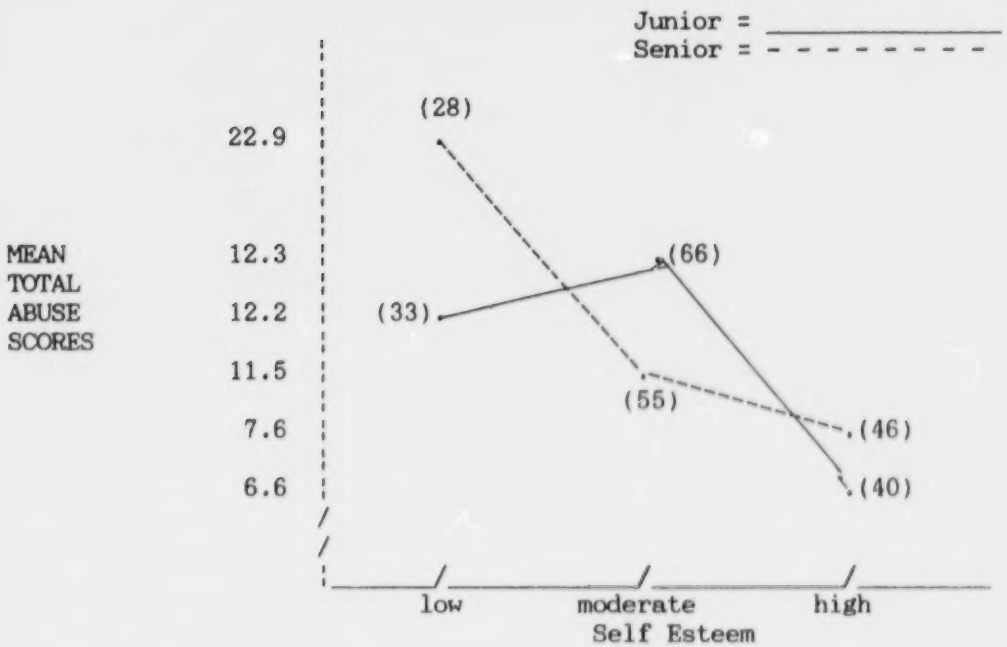
self esteem reported numerically less emotional abuse than juniors with moderate self esteem; and senior with low self esteem reported numerically more emotional abuse than any other group.

The interaction between Self-Esteem and Classification for dependent variable total was depicted in a profile plot. Figure 3 contains mean emotional abuse scores and curves for classification.

Figure 3

Interaction Between Self-Esteem and Classification

for the Dependent Variable Total Abuse



The interaction between Self Esteem and Classification for dependent variable total was disordinal. Information cited in Figure 3 indicated the following: juniors with high self esteem reported numerically less total abuse than any other group; seniors with moderate self esteem reported numerically less total abuse than juniors with moderate self esteem; and senior with low self esteem reported numerically more total abuse than any other group.

It was hypothesized in null hypothesis number two that the differences among the mean abuse inventory scores according to self-esteem, gender, and quality of family life will not be statistically significant. Table 4 contains information pertaining to composite null hypothesis number two. The following were cited in Table 4: variables, sample sizes, means, standard deviations, *F* values, and *p* levels.

Table 4

A Comparison of Mean Abuse Inventory Scores According to Self Esteem, Quality of Family Life, and Gender Employing a Three-Way Analysis of Variance

Variable	n	M	S	F Value	p Level
		Physical			
Self-Esteem (A)					
High	86	1.71	4.51		
Moderate	123	2.90	3.59	1.66	.1919
Low	61	3.50	6.29		
Quality of Family Life (D)					
High	91	2.0	4.63		
Moderate	83	2.4	4.42	0.20	.8205
Low	96	3.3	4.40		
Gender (C)					
Male	129	3.7[a]	5.42	5.76	.0171
Female	141	1.6[b]	3.62		
	Interactions				
	A x B			.37	.8282
	A x C			.18	.8368
	C x D			.57	.5672
	A x B x D			.73	.5708

(continued)

Table 4 (continued)

Variable	n	M	S	F Value	p Level
		Emotional			
Self Esteem (A)					
High	86	3.5	4.52		
Moderate	124	5.9	5.57	1.26	.2845
Low	61	7.5	9.10		
Quality of Family Life (D)					
High	91	3.7	4.60		
Moderate	84	5.5	6.33	2.43	.0898
Low	96	7.2	6.60		
Gender (C)					
Male	131	5.7	5.97	.10	.7497
Female	140	5.3	6.92		
Interactions					
A x D				.57	.6857
A x C				.02	.9770
C x D				.52	.5947
A x B x D				1.82	.1247
		Sexual			
Self Esteem (A)					
High	86	1.9	3.83		
Moderate	124	3.1	4.56	1.14	.3221
Low	60	4.8	7.42		

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
Quality of Family Life (D)					
High	89	2.0	3.80		
Moderate	84	3.3	5.55	1.10	.3343
Low	97	3.8	5.47		
Gender (C)					
Male	130	3.5	5.32	.47	.4956
Female	140	2.7	5.21		
Interactions					
A x D				0.41	.7996
A x C				0.04	.9632
C x C				0.52	.5976
A x C x D				1.21	.3083
		Total			
Self Esteem (A)					
High	86	7.1	11.86		
Moderate	121	12.0	11.83	1.68	.1883
Low	60	15.8	20.77		
Quality of Family Life (D)					
High	89	7.8	11.95		
Moderate	83	11.4	14.55	1.24	.2919
Low	95	14.5	14.36		
Gender (C)					
Male	128	12.9	14.80	1.31	.2539
Female	139	9.7	14.68		

(continued)

Table 4 (continued)

Variable	n	M	S	F Value	p Level
Interactions					
A x D				0.43	.7847
A x C				0.07	.9362
B x C				0.68	.5071
A x B x C				1.28	.2773

* The higher the value, the greater the reported abuse. The possible scores and theoretical means respectively were Physical, 0-52, 26; Emotional, 0-52, 26; Sexual, 0-44, 22; Total, 0-148, 74.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test.

One of the 28 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant comparison was for gender and physical abuse (recurring see Table 3). The results cited in Table 4 indicated no additional associations between independent and dependent variables.

It was hypothesized in composite null hypothesis number three that the differences among the mean abuse inventory scores according to gender, classification, and quality of family life will not be statistically significant. Table 5 contains information pertaining to composite null hypothesis number three. The following were cited in Table 5: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 5

A Comparison of Mean Abuse Inventory Scores According to Gender, Classification, and Quality of Family Life Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Physical			
Gender (C)					
Male	129	3.7[a]	5.42	5.76	.0171
Female	141	1.6[b]	3.62		
Classification (B)					
Junior	140	2.3	3.05	2.03	.1552
Senior	130	3.0	5.90		
Quality of Family Life (D)					
High	91	2.0	4.63		
Moderate	83	2.4	4.42	2.40	.0925
Low	96	3.3	4.40		
	Interactions				
	B x C			0.39	.5327
	B x D			1.67	.1896
	C x D			0.08	.9216
	B x C x D			1.80	.1675
		Emotional			
Gender (C)					
Male	131	5.7	5.97	0.09	.7649
Female	140	5.3	6.92		

(continued)

Table 5 (continued)

Variable	n	M	S	F Value	p Level
Classification (B)					
Junior	142	5.1	5.11	2.00	.1588
Senior	129	5.9	7.67		
Quality of Family Life (D)					
High	91	3.7[a]	4.60		
Moderate	84	5.5	6.33	9.14	.0001
Low	96	7.2[b]	6.60		
Interactions					
B x C				0.04	.8505
B x D				0.08	.9195
C x D				1.25	.2890
B x C x D				2.52	.0824
Sexual					
Gender (C)					
Male	130	3.5	5.32	1.68	.1963
Female	140	2.7	5.21		
Classification (B)					
Junior	141	3.1	4.46	0.01	.9043
Senior	129	3.0	6.04		
Quality of Family Life (D)					
High	89	2.0[a]	3.80		
Moderate	84	3.3	5.55	3.25	.0403
Low	97	3.8[b]	5.47		

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
	Interactions				
	B x C			0.00	.9981
	B x D			0.99	.3740
	C x D			0.62	.5388
	B x C x D			0.96	.3836
		Total			
Gender (C)					
Male	128	12.9	14.81	3.19	.0755
Female	139	9.7	14.68		
Classification (B)					
Junior	139	10.6	10.67	1.14	.2875
Senior	128	12.0	18.16		
Quality of Family Life (D)					
High	89	7.8[a]	11.95		
Moderate	83	11.4	14.55	6.09	.0026
Low	95	14.5[b]	14.36		
	Interactions				
	B x C			0.00	.9577
	B x D			0.40	.6705
	C x D			0.67	.5139
	B x C x D			2.16	.1171

* The higher the value, the greater the reported abuse. The possible scores and theoretical means respectively were Physical, 0-52, 26; Emotional, 0-52, 26; Sexual, 0-44, 22; Total, 0-148, 74.

[a b] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

Four of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant comparisons were: Gender and the dependent variable Physical Abuse (recurring see Table 3), Quality of Family Life for the dependent variable Emotional Abuse, Quality of Family Life for the dependent variable Sexual Abuse, and Quality of Family Life for the dependent Variable Total Abuse. The results cited in Table 5 indicated those students reporting low Quality of Family Life rated Emotional, Sexual, and Total Abuse significantly higher than those reporting high Quality of Family Life.

It was hypothesized in composite null hypothesis number four that the difference among the mean abuse inventory scores according to self-esteem, classification, and quality of family life will not be statistically significant. Table 6 contains information pertaining to composite null hypothesis number four. The following were cited in Table 6: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 6

A Comparison of Mean Abuse Inventory Scores According to Self-Esteem, Classification, and Quality of Family Life Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Physical			
Self-Esteem (A)					
High	86	1.7	4.51		
Moderate	123	2.9	3.59	2.08	.1277
Low	61	3.5	6.29		
Classification (B)					
Junior	140	2.3	3.05	3.14	.0778
Senior	130	3.0	5.89		
Quality of Family Life (D)					
High	91	2.0	4.63		
Moderate	83	2.4	4.42	1.11	.3301
Low	96	3.3	4.40		
Interactions					
A x B				1.70	.1841
A x D				1.06	.3782
B x D				1.74	.1774
A x B x D				0.86	.4869

(continued)

Table 6 (continued)

Variable	n	M	S	F Value	p Level
		Emotional			
Self-Esteem (A)					
High	86	3.5	4.52		
Moderate	124	5.9	5.57	1.55	.2152
Low	61	7.5	9.10		
Classification (B)					
Junior	142	5.1	5.11	1.57	.2111
Senior	129	5.9	7.67		
Quality of Family Life (D)					
High	91	3.7[a]	4.60		
Moderate	84	5.5	6.33	3.39	.0354
Low	96	7.2[b]	6.60		
Interactions					
A x B				1.01	.3659
A x D				0.77	.5439
B x D				0.23	.7961
A x B x D				0.33	.8577
		Sexual			
Self-Esteem (A)					
High	86	1.9	3.83		
Moderate	124	3.1	4.5[b]	1.40	.2490
Low	60	4.8	7.42		

(continued)

Table 6 (continued)

Variable	n	M[a]	S	F Value	p Level
Classification (B)					
Junior	141	3.1	4.46	0.16	.6900
Senior	129	3.0	6.04		
Quality of Family Life (D)					
High	89	2.0	3.80		
Moderate	84	3.3	5.55	1.50	.2245
Low	97	3.8	5.47		
Interactions					
A x B				1.10	.3352
A x D				0.59	.6690
B x D				1.60	.2030
A x B x D				0.12	.9743
Total					
Self-Esteem (A)					
High	86	7.1	11.87		
Moderate	121	12.0	11.83	2.04	.1323
Low	60	15.8	20.77		
Classification (B)					
Junior	139	10.6	10.67	1.23	.2686
Senior	128	12.0	18.16		
Quality of Family Life (D)					
High	89	7.8	11.95		
Moderate	83	11.4	14.55	1.78	.1700
Low	95	14.5	14.36		

(continued)

Table 6 (continued)

Variable	n	M*	S	F Value	p Level
Interactions					
A x B				1.17	.3116
A x D				0.64	.6312
B x D				1.01	.3639
A x B x D				0.35	.8413

* The higher the value, the greater the reported abuse. The possible scores and theoretical means respectively were Physical, 0-52, 26; Emotional, 0-52, 26; Sexual, 0-44, 22; Total, 0-148, 74.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

One of the 28 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant comparison was for Quality of Family Life and Emotional Abuse (recurring see Table 5). The results cited in Table 6 indicated no additional associations between independent and dependent variables.

It was hypothesized in composite null hypothesis number five that the difference among the mean abuse inventory scores according to dating frequency, longest dating relationship, and dating style will not be statistically significant. Table 7 contains information pertaining to composite null hypothesis number five. The following were cited in Table 7: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 7

A Comparison of Mean Abuse Inventory Scores According to Dating Frequency, Dating Style, and Longest Dating Relationship Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Physical			
Dating Frequency (E)					
Occasionally	144	2.5[c]	4.84	7.72	.0059
Often	127	2.9[b]	4.46		
Longest Dating Relationship (F)					
1-3 weeks	45	4.4[a]	8.26	8.84	.0001
1-3 months	53	1.7[b]	2.31		
4-7 months	62	2.2[b]	2.72		
8 months +	111	2.8	4.20		
Dating Style (G)					
Single	205	2.4[a]	3.63	7.25	.0009
Group	44	1.6[a]	1.85		
Pick-up	22	7.6[b]	10.79		
Interactions					
E x F				1.96	.1200
E x G				1.71	.1835
F x G				5.13	.0001
E x F x G				0.82	.5370

(continued)

Table 7 (continued)

Variable	n	M[a]	S	F Value	p Level
		Emotional			
Dating Frequency (E)					
Occasionally	144	5.7[a]	6.53	4.32	.0386
Often	128	5.6[b]	6.44		
Longest Dating Relationship (F)					
1-3 weeks	45	8.0[a]	8.28	5.54	.0011
1-3 months	53	4.6[b]	5.49		
4-7 months	62	4.8[b]	5.54		
8 months +	122	5.7	6.39		
Dating Style (G)					
Single	207	5.3[a]	6.01	4.83	.0088
Group	43	4.9[a]	5.44		
Pick-up	22	10.0[b]	10.27		
Interactions					
E x F				2.05	.1069
E x G				3.00	.0518
F x G				4.57	.0002
E x F x G				2.46	.0335
		Sexual			
Dating Frequency (E)					
Occasionally	145	3.5	5.58	3.54	.0610
Often	126	2.8	4.88		

(continued)

Table 7 (continued)

Variable	n	M[a]	S	F Value	p Level
Longest Dating Relationship (F)					
1-3 weeks	45	6.2[a]	7.57		
1-3 months	53	2.7[b]	4.48	7.60	.0001
4-7 months	62	2.5[b]	4.06		
8 months +	111	2.5[b]	4.70		
Dating Style (G)					
Single	206	2.7[a]	4.66		
Group	44	2.6[a]	3.49	6.26	.0022
Pick up	21	8.7[b]	9.55		
Interactions					
E x F				0.87	.4589
E x G				1.98	.1400
F x G				5.16	.0001
E x F x G				1.18	.3187
		Total			
Dating Frequency (E)					
Occasionally	143	11.8[g]	15.10	6.19	.0135
Often	125	11.3[h]	14.44		
Longest Dating Relationship (F)					
1-3 weeks	45	18.6[a]	22.26		
1-3 months	53	8.9[b]	10.45	8.94	.0001
4-7 months	60	9.7[b]	11.09		
8 months +	110	11.0[b]	13.76		
Dating Style (G)					
Single	204	10.6[a]	12.51		
Group	43	9.1[a]	9.89	7.30	.0008
Pick-up	21	26.6[b]	29.27		

(continued)

Table 7 (continued)

Variable	n	M*	S	F Value	p Level
Interactions					
E x F				1.84	.1412
E x G				2.87	.0588
F x G				6.16	.0001
E x F x G				1.89	.0964

* The higher the value, the higher the reported abuse. The possible scores and theoretical means respectively were Physical, 0-52, 26; Emotional, 0-52, 26; Sexual, 0-44, 22; Total, 0-148, 74.

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

[gh] Difference statistically significant at the .05 level.

Seventeen of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Eight of the following main effects were statistically significant: Dating Frequency and Physical Abuse, Longest Dating Relationship and Physical Abuse, Longest Dating Relationship and Physical Abuse, Dating Style and Physical Abuse, Dating Frequency and Emotional Abuse, Longest Dating Relationship and Emotional Abuse, Dating Style and Emotional Abuse, Longest Dating Relationship and Sexual Abuse, Dating Style and Sexual Abuse. The results cited in Table 7 indicated the following for statistically significant main effects:

1. Those who dated often reported more Physical Abuse than those who dated occasionally.

2. Those who dated 1-3 weeks reported more Physical Abuse than those who dated 1-7 months.
3. Those who had Pick-up Dating Style reported more Physical Abuse than those with other dating styles.
4. Those who dated occasionally reported more Emotional Abuse than those who dated often.
5. Those who dated 1-3 weeks reported more Emotional Abuse than those who dated 1-7 months.
6. Those who had Pick-up Dating Style reported more Emotional Abuse than those with other dating styles.
7. Those who dated 1-3 weeks reported more Sexual Abuse than those of any other dating length.
8. Those who had Pick-up Dating Style reported more Sexual Abuse Than those with other dating styles.
9. Those who dated occasionally reported more Total Abuse than those who dated often.
10. Those who had Pick-up Dating Style reported more Total Abuse than those of any other dating length.
11. Those who had Pick-up Dating Style reported more Total Abuse than those with other dating styles.

The following interactions were statistically significant:

1. Longest Dating Relationship and Dating Style for the dependent variable Physical Abuse.
2. Dating Frequency and Dating Style for the dependent variable Emotional Abuse,

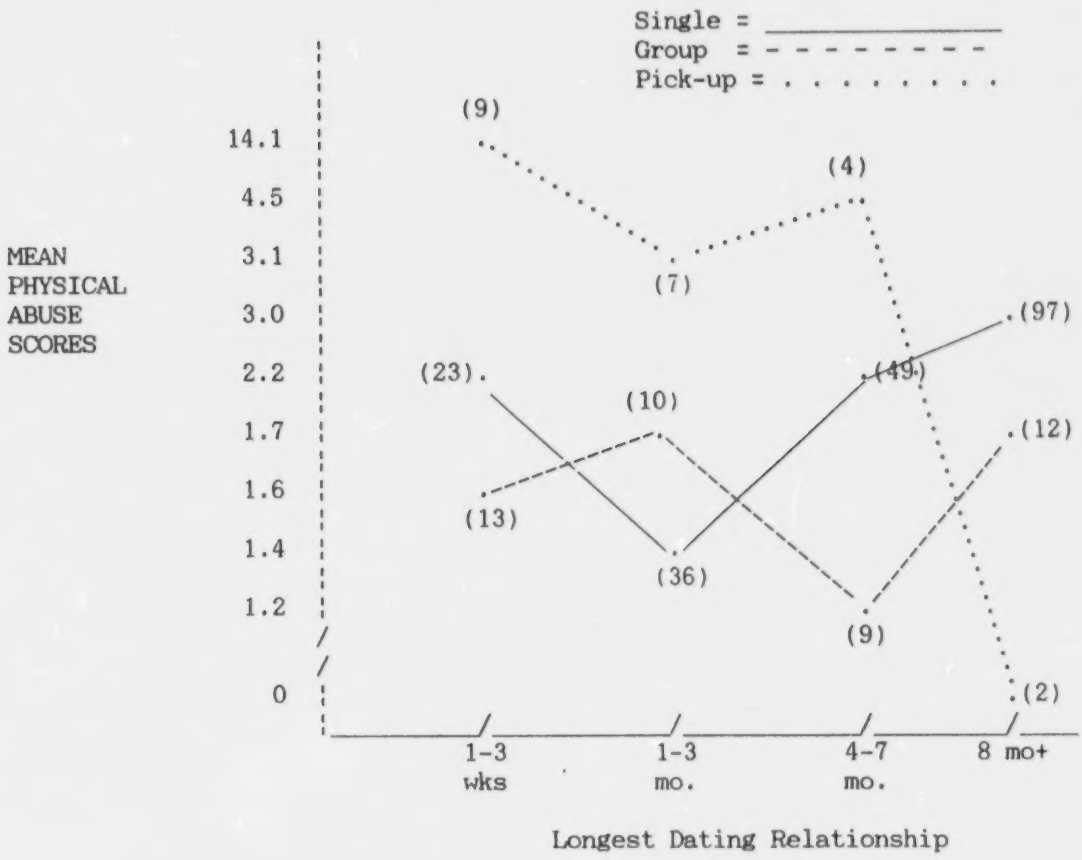
3. Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse,
4. Dating Frequency, Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse.
5. Longest Dating Relationship and Dating Style for the dependent variable Sexual Abuse.
6. Longest Dating Relationship and Dating Style for the dependent variable Total Abuse.

The interaction between Longest Dating Relationship and Dating Style for the dependent variable Physical Abuse was disordinal. The information cited in Figure 4 indicated Pick-up Dating Style had numerically the highest Physical Abuse of any group and those reporting Single Dating Style for 1-3 months had the lowest Physical Abuse of any subgroup.

The interaction between Longest Dating Relationship and Dating Style for the dependent variable Physical Abuse was depicted in a profile plot. Figure 4 contains mean Physical Abuse score and curves for Dating Styles.

Figure 4

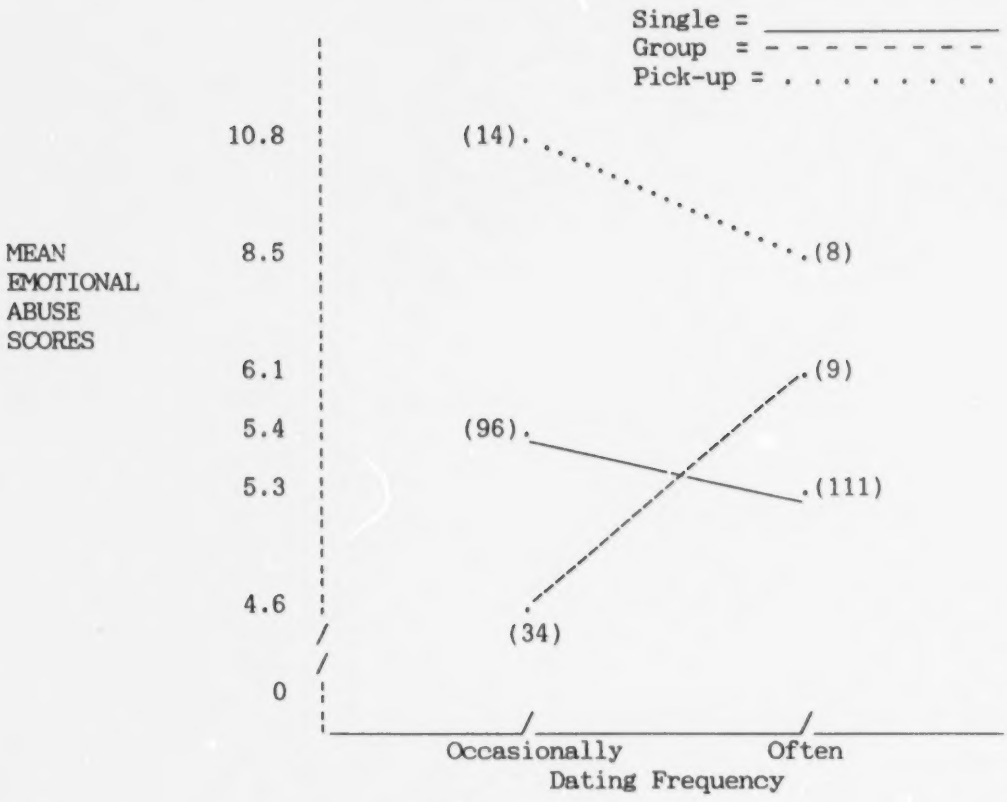
Interaction Between Longest Dating Relationship and Dating Style for the Dependent Variable Physical Abuse



The interaction between Dating Frequency and Dating Style for the dependent variable Emotional Abuse was depicted in a profile plot. Figure 5 contains mean Emotional Abuse scores and curves for Dating Styles.

Figure 5

Interaction Between Dating Frequency and Dating Style for the Dependent Variable Emotional Abuse

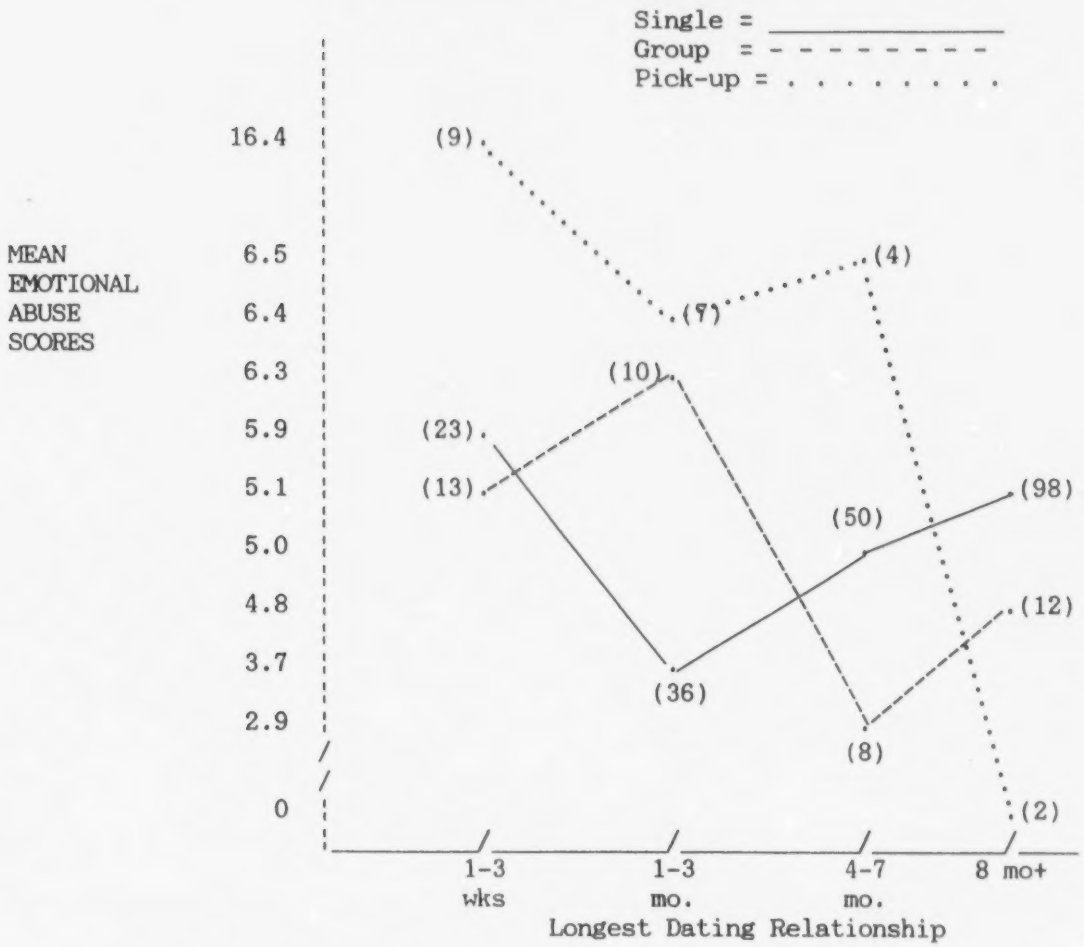


The interaction between Dating Frequency and Dating Style for the dependent variable Emotional Abuse was disordinal. The information in Figure 5 indicated that those reporting Pick-up Dating Style had numerically the highest Emotional Abuse for both Dating Frequencies than any subgroup and those reporting Pick-up Dating Style for 8 months + had the lowest Emotional Abuse of any subgroup.

The interaction between Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse was depicted in a profile plot. Figure 6 contains mean Emotional Abuse scores and curves for Dating Styles.

Figure 6

Interaction Between Longest Dating Relationship and Dating Style for the Dependent Variable Emotional Abuse

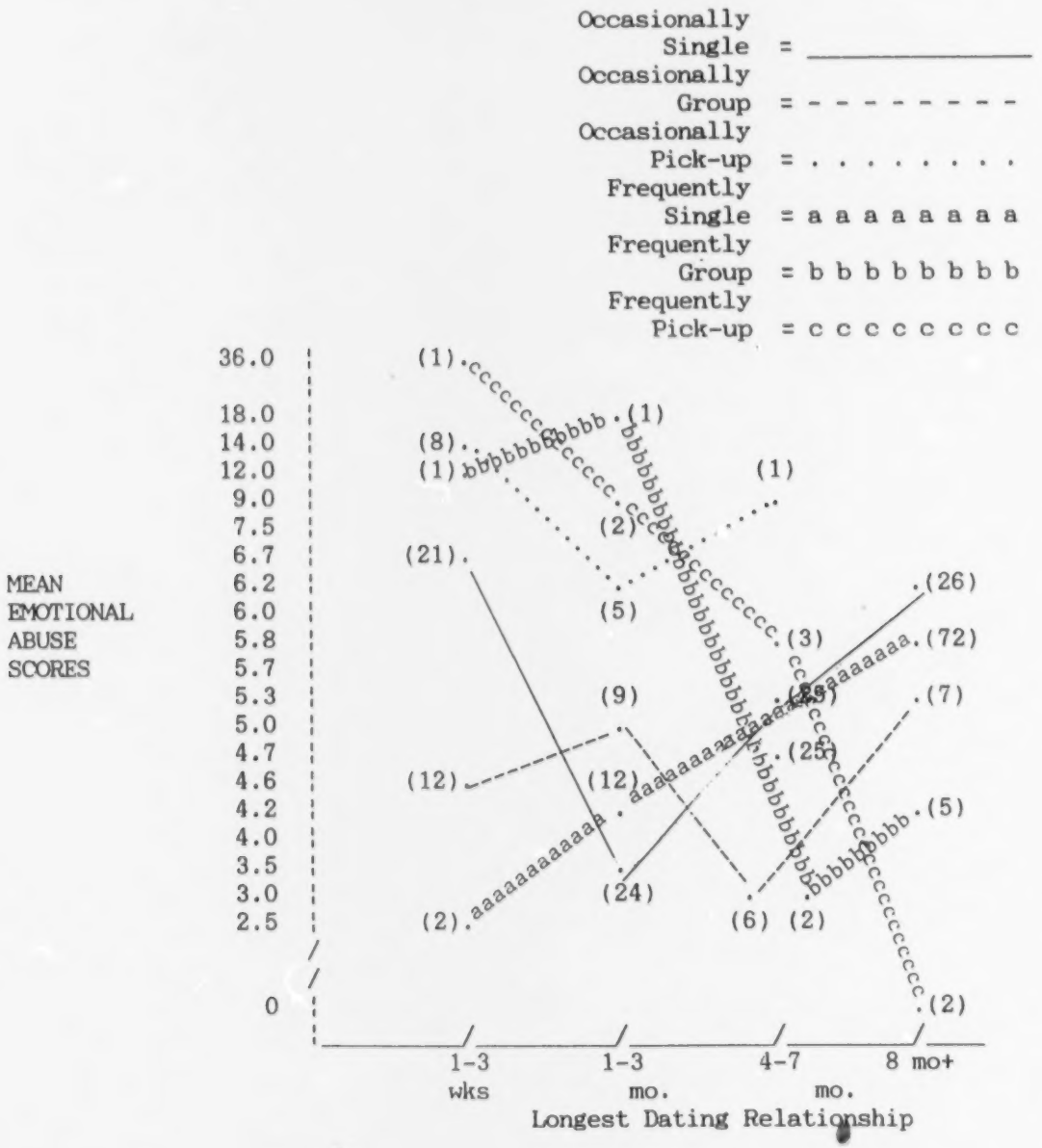


The interaction between Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse was disordinal. The information cited in Figure 6 indicated that those reporting Pick-up Dating Style for 1 week to 7 months duration had numerically the highest Emotional Abuse of any subgroup and those reporting Pick-up Dating for 8 months + had the lowest Emotional Abuse of any subgroup.

The interaction among Dating Frequency, Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse was depicted in a profile plot. Figure 7 contains mean Emotional Abuse scores and curves for Dating Frequency and Dating Styles.

Figure 7

Interaction Among Dating Frequency, Longest Dating Relationship and Dating Style for the Dependent Variable Emotional Abuse

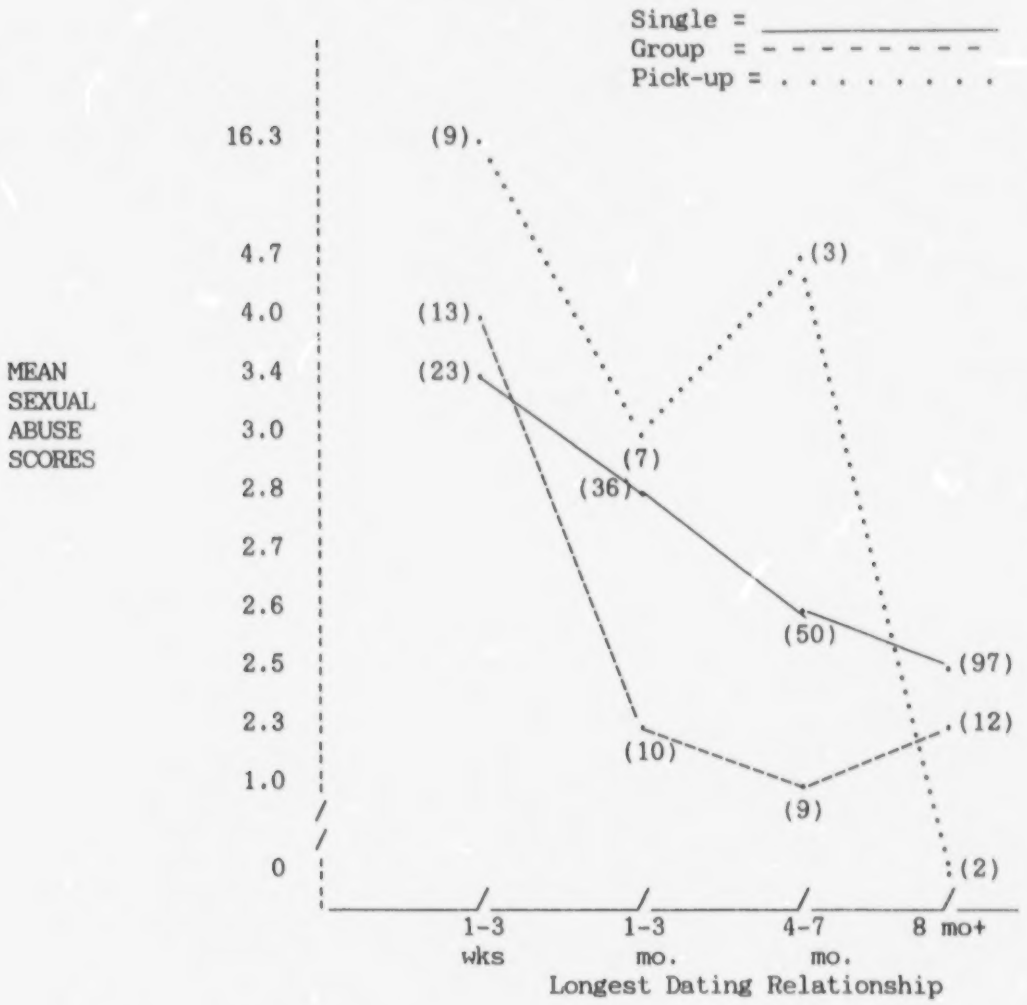


The interaction among Dating Frequency, Longest Dating Relationship and Dating Style for the dependent variable Emotional Abuse was disordinal. The information cited in Figure 7 indicated that those reporting Pick-up Dating Style Frequently and Occasionally and Group Dating Frequently for duration of 1-3 weeks reported numerically the highest Emotional Abuse and those reporting Group Dating Frequently and Occasionally and those reporting Pick-up Dating Frequently had the lowest Emotional Abuse of any subgroup.

The interaction between Longest Dating Relationship and Dating Style for the dependent variable Sexual Abuse was depicted in a profile plot. Figure 8 contains mean Sexual Abuse scores and curves for Dating Styles.

Figure 8

Interaction Between Longest Dating Relationship and Dating Style for the Dependent Variable Sexual Abuse



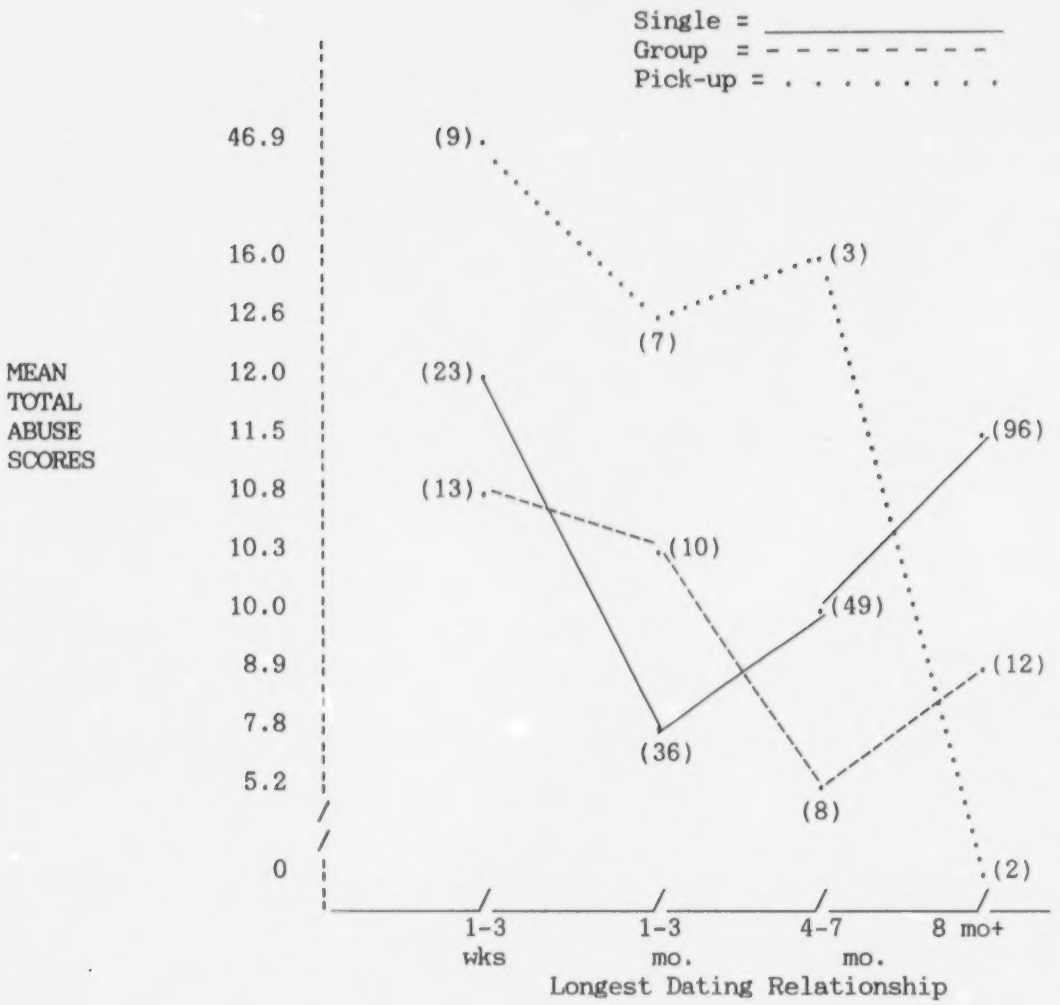
The interaction between Longest Dating Relationship and Dating Style for the dependent variable Sexual Abuse was disordinal. The information cited in Figure 8 indicated

that those reporting Pick-up Dating Style 1 week to 7 month duration had numerically the highest Sexual Abuse of any subgroup and those reporting Pick-up Dating for 8 months + duration had the lowest Sexual Abuse of any subgroup.

The interaction between Longest Dating Relationship and Dating Style for the dependent variable Total Abuse was depicted in a profile plot. Figure 9 contains mean Total Abuse score and curves for Dating Styles.

Figure 9

Interaction Between Longest Dating Relationship and Dating Style for the Dependent Variable Total Abuse



The interaction between Longest Dating Relationship and Dating Style for the dependent variable Total Abuse was disordinal. The information cited in Figure 9 indicated

that those reporting Pick-up Dating Style for the 1 week - 7 month duration had numerically the highest Total Abuse of any subgroup and those reporting Pick-up Dating for 8 months + duration had the lowest Total Abuse of any subgroup.

Discussion

The purpose of the researcher was to investigate abuse during teen dating relationships. A status survey design with pre-determined and post hoc grouping was employed. The independent variables investigated were self-esteem, gender, classification, quality of family life, dating frequency, longest dating relationship, and dating style. The dependent variables were physical abuse, emotional abuse, sexual abuse, and total abuse. The sample consisted of 142 females and 131 males and a total of 273. Instruments employed were the Abuse Inventory and Attribute Inventories for Self and Family.

Five composite null hypothesis were tested. Seventy-six comparisons plus 52 recurring comparisons were made. Twenty-eight of the comparisons were for main effect and 48 were for interactions. Of the 28 main effects 21 were statistically significant. The significant main effects were:

1. Self Esteem for the dependent variable Physical,
2. Classification for the dependent variable Physical,
3. Self Esteem for the dependent variable Emotional,

4. Classification for the dependent variable Emotional,
5. Self Esteem for the dependent variable Sexual,
6. Self Esteem for the dependent variable Total,
7. Gender for the dependent variable Physical,
8. Quality of Family Life for the dependent variable Emotional,
9. Quality of Family Life for the dependent variable Sexual,
10. Quality of Family Life for the dependent variable Total,
11. Dating Frequency for the dependent variable Physical,
12. Longest Dating Relationship for the dependent variable Physical,
13. Dating Style for the dependent variable Physical,
14. Dating Frequency for the dependent variable Emotional,
15. Longest Dating Relationship for the dependent variable Emotional,
16. Dating Style for the dependent variable Emotional,
17. Longest Dating Relationship for the dependent variable Sexual,
18. Dating Style for the dependent variable Sexual,
19. Dating Frequency for the dependent variable Total,
20. Longest Dating Relationship for the dependent variable Total, and
21. Dating Style for the dependent variable Total.

Of the 48 interactions 9 were statistically

significant. The significant interactions were:

1. Between Self Esteem and Classification for the dependent variable Physical,
2. Between Self Esteem and Classification for the dependent variable Emotional;
3. Between Self Esteem and Classification for the dependent variable Total;
4. Between Longest Dating Relationship and Dating Style for the dependent variable Physical;
5. Between Dating Frequency and Dating Style for the dependent variable Emotional;
6. Between Longest Dating Relationship and Dating Style for the dependent variable Emotional;
7. Among Dating Frequency, Longest Dating Relationship and Dating Style for the dependent variable Emotional;
8. Between Longest Dating Relationship and Dating Style for the dependent variable Sexual; and
9. Between Longest Dating Relationship and Dating Style for the dependent variable Total.

In the Bernard and Bernard study of 1983 there was a positive correlation between an abusive dating relationship and low self-esteem. The results of the present study supported the findings reported by Bernard and Bernard.

The results of the present study appeared to support the following generalizations:

1. Subjects with low self-esteem reported greater sexual

abuse than those with moderate and high self-esteem.

2. Males reported greater physical abuse than females.
3. Subjects with high quality of family life reported less emotional, sexual, and total abuse than those with low quality of family life.
4. Subjects who dated occasionally reported less physical abuse than those who dated often.
5. Subjects who dated often reported less total abuse than those who dated occasionally.
6. Juniors regardless of self-esteem reported numerically less physical abuse than seniors.
7. Seniors with moderate self-esteem reported numerically less emotional and total abuse than juniors with moderate self-esteem.
8. Subjects reporting single dating style for the duration of 1-3 months reported numerically the least amount of physical abuse of any subgroup.
9. Subjects reporting pick-up dating style had numerically the highest emotional abuse for both dating frequencies (often and occasionally) and pick-up dating style for duration of 8 months + had the lowest emotional abuse of any subgroup.
10. Pick-up dating style for 1 week to 7 months duration reported numerically the highest emotional, sexual and total abuse and pick-up dating style for duration of 8 months + had the lowest emotional, sexual and total

abuse of any subgroup.

In the opinion of the researcher males reported more physical abuse than females because of the types of items employed for physical abuse. These items included such activities as: push or shove, hold you to keep you from leaving, slap or bite you, and hit or punch you (see Appendix C).

The results of the present study appears to support the following recommendations:

1) The study should be replicated with a random sample of subjects from different sized high schools.

2) The study should be replicated employing a large random sample from high schools with greater economic, race, and cultural variations.

3) The study should be replicated with a large random sample of college students.

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APPENDIX A

Demographics

Demographics

Please place a circle around the letter which pertains to you. Every item must be completed in order to be used.

1. Gender

    a. Male
    b. Female

2. Age

    a. 16
    b. 17
    c. 18
    d. 19

3. Grade classification

    a. Junior
    b. Senior

4. Dating Frequency

    a. Never
    b. Occasionally
    c. Often

5. Longest dating relationship you've had

    a. 1-3 weeks
    b. 1-3 months
    c. 4-7 months
    d. 8 months and longer

6. Dating style

    a. Single dating
    b. Group dating
    c. Pick-up situations

7. Family Structure
    a. Intact (with biological mother and father)
    b. Mother and Step-father
    c. Father and Step-mother
    d. With mother
    e. With father
    f. Foster parents
    g. Living independently

APPENDIX B

Questionnaire

ARE YOU A VICTIM OF ABUSE

Physical: Does your partner:

_____ push or shove you?

_____ hold you to keep you from leaving?

_____ slap or bite you?

_____ kick or choke you?

_____ hit or punch you?

_____ throw objects at you?

_____ lock you out of the house?

_____ abandon you in dangerous places?

_____ refuse to help you when you are sick?

_____ force you off the road or keep you from driving?

_____ rape you?

_____ threaten to hurt you with a weapon?

_____ subject you to reckless driving?

Emotional: Does your partner:

_____ ignore your feelings?

_____ ridicule or insult your sex as a group?

_____ ridicule or insult your most valued beliefs, your religion, race, heritage, or class?

_____ withhold approval, appreciation, or affection as punishment

_____ continually criticize you, call your names, shout at you?

_____ insult your family or friends?

_____ humiliate you in private or public?

_____ refuse to socialize with you?

_____ make all decisions for you, control your actions?

_____ threaten to hurt you?

_____ tell you about his/her other romantic involvements? between you and others?

_____ manipulate you with lies and contradictions?

Sexual: Does your partner

_____ tell jokes or make demeaning remarks about your sex?

_____ treat your sex as sex objects?

_____ get jealously angry, saying you would be sexually active with any available person of the opposite sex?

_____ insist that you dress in a more sexual way than you want to

_____ minimize the importance of your feelings about sex?

_____ criticize you sexually?

_____ insist on unwanted and uncomfortable touching?

_____ withhold affection?

_____ call you bad sexual names?

_____ publicly show sexual interest in others of your sex?

_____ go out with others after agreeing to a monogamous relationship?

_____ force you to take your clothes off when you don't want to?

_____ force particular unwanted sex acts?

APPENDIX C

Abuse Inventory

ABUSE INVENTORY

Please circle the number closest to your situation.

Physical: Does your partner:

1. Push or shove you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

2. Hold you to keep you from leaving?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

3. Slap or bite you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

4. Kick or choke you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

5. Hit or punch you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

6. Throw objects at you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

7. Lock you out of the house?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

8. Abandon you in dangerous places?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

9. Refuse to help you when you are sick?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

10. Force you off the road or keep you from driving?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

11. Rape you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

12. Threaten to hurt you with a weapon

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

13. Subject you to reckless driving?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

Emotional: Does your partner:

14. Ignore your feelings?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

15. Ridicule or insult your sex as a group?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

16. Ridicule or insult your most valued beliefs, your religion, race, heritage or class?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

17. Withhold approval, appreciation, or affection as punishment?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

18. Continually criticize you, call you names, shout at you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

19. Insult your family or friends?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

20. Humiliate you in private or public?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

21. Refuse to socialize with you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

22. Make all decisions for you, control your actions?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

23. Threaten to hurt you?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

24. Tell you about his/her other romantic involvements?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

25. Act jealous and harassing about imagined romantic involvements between you and others?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

26. Manipulate you with lies and contradictions?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

<u>Sexual</u>: Does your partner?

27. Tell jokes or make demeaning remarks about your sex?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

28. Treat your sex as sex objects?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

29. Get jealously angry, saying you would be sexually active with any available person of the opposite sex?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

30. Insist that you dress in a more sexual way than you want to?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

31. Minimize the importance of your feelings about sex?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

32. Criticize you sexually?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

33. Insist on unwanted and uncomfortable touching?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

34. Withhold affection?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

35. Call you bad sexual names?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

36. Publicly show sexual interest in others of your sex?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

37. Go out with others after agreeing to a monogamous relationship?

(0) Never, (1) Rarely, (2) Somewhat Frequently, (3) Frequently, (4) Almost Always

APPENDIX D

Letter Requesting Permission to Use Personal Attribute Inventory-Self and Personal Attribute Inventory-Family

Rita Lee Carswell
213 E. 23rd
Hays, KS 67601

Dr. Thomas Parish
6 Bluemont Hall
Kansas State University
Manhattan, KS 66506

Dear Dr. Parish:

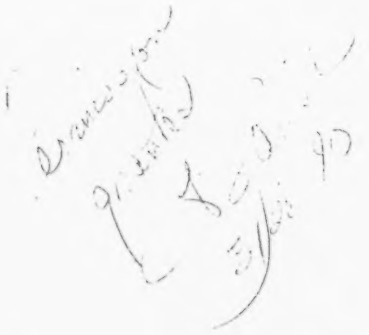
I am writing to ask if I may have and use two of your instruments. The two I would like are the long forms of the Personal Attribute Inventory-Self, and the Personal Attribute Inventory-Family. I would also like to receive any information you may possess pertaining to the reliability and validity of these instruments. I am doing research in partial completion of an M.A. in Counseling from Fort Hays State University. The title of my theses is Violence in Dating Among High School Adolescents.

May I please have permission to put copies of your instruments in my thesis?

Sincerely,

Rita Lee Carswell

Rita Lee Carswell



APPENDIX E

The Personal Attribute Inventory

The Personal Attribute Inventory

Read through this list and select exactly 30 words which seem to be typical of **yourself**. Indicate your selection by placing an X in the appropriate space next to each word.

_____active
_____affectionate
_____alert
_____appreciative
_____awkward
_____bitter
_____calm
_____careless
_____cheerful
_____clear-thinking
_____complaining
_____conceited
_____confident
_____confused
_____conscientious
_____cooperative
_____cowardly
_____cruel
_____deceitful
_____dependable
_____despondent
_____determined
_____energetic
_____fairminded
_____fickle
_____foolish
_____foresighted
_____forgetful
_____gloomy
_____good-natured
_____greedy
_____handsome
_____hasty
_____healthy
_____helpful
_____hostile
_____humorous
_____imaginative
_____impatient
_____industrious
_____initiative
_____intolerant
_____inventive
_____irresponsible
_____irritable
_____jolly
_____kind
_____mannerly
_____masculine
_____nagging
_____natural
_____obnoxious
_____organized
_____original
_____patient
_____pleasant
_____poised
_____prejudiced
_____progressive
_____quarrelsome
_____queer
_____quitting
_____rational
_____rattlebrained
_____relaxed
_____resentful
_____resourceful
_____rude
_____self-centered
_____self-confident
_____self-controlled
_____self-pitying
_____selfish
_____shallow
_____shiftless
_____show-off
_____sincere
_____slipshod
_____snobbish
_____spineless
_____stable
_____steady
_____stingy
_____strong
_____sulky
_____sympathetic
_____tactful
_____tactless
_____thankless
_____tolerant
_____touchy
_____trusting
_____undependable
_____understanding
_____unfriendly
_____unintelligent
_____unkind
_____warm
_____weak
_____whiny

APPENDIX F

Instruction Sheet

Instruction Sheet

My name is Rita Carswell, this is a survey for a Master's thesis. Please do not unstaple the instrument. Answer the questions to the best of your ability. It is necessary to answer all the questions on the demographic sheet in order to be valid. All questionnaires will be kept confidential. Please DO NOT sign your name.

The salmon colored page should read "your family" rather than "family".

Thank you for your cooperation.